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ENG 3807-002: Victorian Literature

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Eng 3807: 2 Victorian Literature MWF 11-11:50 (3609 / 313CH)

Spring 2004

Dr. Duangrudi Suksang (3335 / 314 I CH)

Office Hours: MWF 10-10:50; MW: 1-3 p.m. and by appointment

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E-mail address: cfsd@eiu.edu (I do not check my e-mail every day, and I do not have access to e-mail at home.)

This section of Eng 3807 will attempt to place Victorian literature in a wider cultural and social context. We will examine several works of nonfictional prose, fiction, and poetry to see how the Victorians perceived their world. The Victorian period began in 1837, when Queen Victorian ascended the throne, and ended when she died in 1901. Prerequisite: Eng 1002C.

This course will not be conducted as a lecture course. It requires a lot of your participation in all aspects of the course. I believe in active learning. One learns more when one is actively involved in the learning process. If you look for a lecture course, then this course may not be the one you want.

TEXTS: Altick, Richard. Victorian People and Ideas
 Mundhenk, Rosemary, ed. Victorian Prose: An Anthology
 Buckley, Jerome and George Woods, eds. Poetry of the Victorian Period
 Brontë, Charlotte. Jane Eyre (Norton 3rd ed.)
 Dickens, Charles. Hard Times (Norton 2nd ed.)
 Eliot, George. The Mill on the Floss (Norton 1994)
 Gissing, George. The Odd Women (Broadview)
 Rossi, Alice, ed. John Stuart Mill and Harriet Taylor Mill: Essays on Sex Equality
 Nightingale, Florence. Cassandra

*I will loan you a copy of The Prentice Hall Writer's Guide to Research and Documentaion (6th edition). You must give it back to me when you turn in your Paper #2 so that I can have it for my other classes in the future.

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2003-2004 catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, **the student is responsible for the material covered during the absence** (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for **properly verified absences due to illness, emergency, or participation in an official University activity**; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the

Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. (53)

In addition, the 2003-2004 catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences" (53).

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes.

Every excused absence (i.e., an official university activity, emergency or medical illness) must be supported by written evidence from a proper authority, which you will present to me upon your return to class. In case of an official university activity you must also present to me in advance a letter explaining the purpose and date of your anticipated absence.

If you have an emergency or if you are sick, you or someone you know must call me at home or at work BEFORE class begins on the day of your absence. If you cannot reach me, you can leave a message on my voice mail BEFORE class begins on the day of your absence. You must also provide me with documented evidence supporting your absence upon your return.

A phone notification or an in-class personal notification is appreciated but is not considered an automatically legitimate excuse. Remember it is **your responsibility** to contact either your classmates or me to find out what you have missed and/or if there has been any change made on the original syllabus during your absence.

****If you have 6 unexcused absences (2 weeks of classes), you will not pass the course. After your third excused absence, you must see me to discuss your performance in the class. Don't forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.**

It is very important that you participate actively and seriously in your own learning process and in all class activities. Remember that nobody knows everything and everybody has something valuable to offer. **If you are not willing to work hard, then this course is not for you because you will fall behind and get frustrated.**

COURSE REQUIREMENTS : There is a lot of material to cover in one semester. Therefore, you have to be willing to work hard. If not, this course will be a heavy burden and you are not going to enjoy it. Whenever you start to hate all the work that you have to do in this course or any aspect of the course, you should reconsider whether or not you want to be in this class. Your negative attitude/feelings will definitely prevent you from learning.

1. You are required to use the MLA style of documentation and citation. You are expected to consult the MLA Handbook for Writers of Research Papers.
2. You are expected to prepare for each class by reading the assigned text(s) carefully and to participate in class discussion. For each class, whenever possible, you will work in small groups on the assigned reading selection(s). Each group will spend the first 15 minutes discussing the assigned selection. After that each group will share with the class its members' comments and observations about the assigned selection. This activity can be meaningful and enjoyable if you take it seriously. If you are not willing to keep up with the reading and participate in group discussion, I suggest that you think about whether or not you can be happy in this class.
3. **Reading Responses (100 points—50 points each):** You will also write **2 substantial responses only to nonfictional prose selections. In each response you are expected to present what each author has to say extensively, point out significant / interesting textual details and offer analytical and critical observations and comments. If you are not happy with the grades you have received on both of the responses, you may write more responses and choose the best two grades.**

****There are 11 responses. Do not wait until the last minute. If you wait too long, it may be too late. I will not accept any more responses after Response #11. It is your responsibility to get your work done on time. You are accountable for your own action.**

This assignment is to help you concentrate on your reading and become more involved in it. You are expected to discuss in considerable detail what the author is talking about, how he/she is presenting his/her point, what you have learned from it, what you like or dislike about it, what you find interesting and/ or significant, and how the reading has enlightened you on the author, and/or the Victorian period in general. You can also relate the reading to other authors' ideas. Feel free to include any observations you have about the reading.

Each response should be **at least 550 words** long; it can (and should) be longer. **Quantity and quality usually go hand in hand.** Your response must be typed and double-spaced. You may choose to write on reading assignments for any day of the week and turn in your response on the day the chosen reading assignment is due. I will collect all responses at the beginning of the class period. For example, if you choose to respond to reading selections assigned for Monday, you must turn in your response at the beginning of that Monday class. **You must respond to all the selections assigned for the day you choose. If you respond to half of the assignment, then you are entitled to only up to half of the total score.** I will not accept late responses. If you cannot come to class, you must arrange to have someone turn in your response to me personally before or at the beginning of the period. **I will not accept responses placed in my mailbox and will not be responsible for them. They must be given to me personally.** You can also turn them in to me ahead of time. I will accept late responses only if your absences are caused by "illness, emergency, or participation in an official University activity"; however, each time you must present legitimate evidence from a proper authority upon turning in your response.

Evaluation: Each response is worth 50 points. Your grade is based on the **quantity and quality** of your response. If your response to all the assigned selections meets the length requirement, covers the assigned reading selections somewhat adequately, but is generalized or

unengaged, you will receive approximately 35 points (70 %). You will receive fewer points if your response is deemed inadequate. **If your response addresses only half of the reading assignment, you will receive only up to half of the total score.** You will receive more than 35 points if your response not only meets or exceeds the required length but also shows that you have presented each reading selection extensively, paid close attention to textual details, and responded to those details critically and analytically. **You must respond to all the items listed for the day you have chosen unless I indicate differently.**

4. **Presentations and Class Discussion (40 points):** To become more actively involved in your learning, you will give **oral presentations** on Altick's Victorian People and Ideas and lead class discussion on a novel as a group. On the exams you will be asked about all the information presented in class.

When you lead class discussion on a novel, you and your group members must turn in a list of discussion questions to me at the beginning of the period. **All members of the group must have a speaking part and must be present while the group is presenting background information or leading class discussion. If you are not in class on the days your group is presenting or leading class discussion, you will receive 0 (zero) for this activity.** You must take your responsibility seriously. Every group member must participate actively in getting the task done successfully. Anyone who does not adequately contribute to the success of the group will not receive many points. Your lack of preparation and cooperation will be obvious to me and to others in the class.

5. To sharpen your critical and analytical skills, you will write **2 papers**. **You must turn in at least one draft and a "final" copy of your essay. If you do not turn in a rough draft or drafts with your "final" copy, I will not accept your paper. Your draft must show some evidence of your attempt to revise. Giving me two copies of the same draft does not mean that you have fulfilled this requirement. You will meet with me in conference so that I can look over your rough draft with you.**

Paper #1 focuses on contemporary views on various issues. For this paper you are to look up 2 articles, by different authors, in the Macmillan's Magazine (AP 4.M2, Microfilm V. 1 [1859] - V.92 [1905]), which deal with a similar broad topic. You will formulate your own thesis based on your reading of the articles and coherently present the debate or discussion on the topic by the authors of the articles. You are expected to use 2 articles in your essay. Present each article thoroughly and accurately. Use The Wellesley Index to Victorian Periodicals to find a topic that you find interesting and to locate articles you want to use. This paper should be at least 1,000 words long (4 typed pages). It can be longer. You must include 2 articles in your "Works Cited" section at the end of your essay. There are many articles you can use. Here are some of the topics you may want to consider: education, science, the woman question, suffrage, poverty, religion, art, work, economy, medicine, etc. You must not use a review essay. The articles you choose must directly discuss the issue that you have chosen.

*** Before or on Friday, 20 February, you must show me the articles that you have chosen to get my approval. I will not accept your paper if your articles have not been approved by me.**

***You must turn in the articles along with your paper. I will not accept your paper until you turn in the articles.**

Paper #2 is a comparative / contrastive analysis of two characters in the same novel or two novels that we read in this class. This paper is also at least 1,000 words long. You are not asked to use outside sources. If you do, you must use them properly and honestly. Do not allow yourself to commit intentional or unintentional plagiarism because the consequences are not going to make us happy. Also, you must show me those sources and turn them in along with your paper. If you do not turn them in with your paper, I will not accept your paper.

***You must document all quotes, paraphrases, and summaries. Also, you must introduce all quotes properly.**

6. There will be a midterm and a final.

***In order to receive a passing grade, you must fulfill all course requirements.**

LATE PAPERS : Papers must be turned in on time unless you have received my prior consent. I will accept late papers also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

PLAGIARISM: Plagiarism is a serious academic offense and will not be tolerated. I will talk to you about how to quote and document so that you can avoid plagiarism. I am also ready to help you whenever you have any questions about how to deal with your sources. It is perfectly legitimate for you to use other people's words, phrases, or ideas, but you **MUST ACKNOWLEDGE** your sources by putting quotation marks around the words or phrases that belong to another author and by properly documenting your quotes, summaries, and paraphrases. You should have self-respect, pride, and respect for others.

The Department's statement on **plagiarism**: "Any teacher who discovers an act of plagiarism--'The appropriation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

GRADING POLICY:

Responses (50x2)	100	points
Paper on Victorian society (4 pages)	200	
Paper on characters	200	
Midterm	100	
Final	160	
Oral presentations/class discussion on a novel	40	
Total	800	

Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

90-100 % A
 80-89 % B
 70-79 % C
 60-69 % D
 Below 60 % F

***If you choose to remain in this class, I assume that you accept my policy and course requirements. I also expect that you know how to use the MLA style of documentation.**

***If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.**

I encourage you to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and to talk with you. Come by my office (3335 / 314 I CH) during the office hours, or make an appointment with me after class, or call me to set up a time that is convenient for you. I look forward to getting to know you, learning from you and working with you. I hope that you are eager to learn and take an active part in your own learning process.

Eng 3807: Syllabus (Sp 2004) This syllabus may need to be adjusted at times. If you are not in class, make sure you find out if there is any change.

***You are to read the selections listed for each day before coming to class and be ready to discuss them in class.**

Week # 1

M Jan 12

Introduction

As a way of getting to know you, I'd like you to write me a letter introducing yourself. You can talk about what you would like to get out of this course, what you can contribute, and what makes you nervous about the class. Feel free to tell me anything about yourself. Also, please include your thoughts on what accountability means to you.

W Jan 14

A review on how to quote and document

***Work in small groups on background presentations**

Each group is responsible for presenting information in Victorian People and Ideas. Group 1: Chapters I & II; Group 2: Chapter III; Group 3: Chapter IV; Group 4: Chapter V; Group 5: Chapter VI; Group 6: Chapter VII; Group 7: Chapters VIII & IX. Each group must also prepare a summary handout (up to 2 typed, single-spaced pages--use narrow margins and small print) of the information contained in its assigned portion. Give me the original and I will make copies for the class before or after your presentation. Everyone is expected to read the text. The background information will be part of the mid-term exam.

F Jan 16

Library tour

Please go to the E-Classroom Room #4450 on the 4000 level of the library. Karen Whistler will teach you how to search the Wellesley Index. It is important that you attend this session.

Week # 2

M Jan 19

Dr. King's Birthday--No class

W Jan 21

Queen Victoria's "Journal Entry on the Great Exhibition, 1851" (Victorian Prose VP--267-269) Background information: Group 1 (Chapters I & II)

F Jan 23

Background information: Group 2 (Chapter III) & Group 3 (Chapter IV)

Week # 3

M Jan 26

John Stuart Mill's "The Spirit of the Age" (Jan 1831) and Thomas Carlyle's "Characteristics" (Dec 1831)--handouts--**Response #1**

W Jan 28

Background information: Groups 4 (Chapter V) and 5 (Chapter VI)

F Jan 30

Background information: Group 6 (Chapter VII)& Group 7 (Chapters VIII & IX)

Week # 4

M Feb 2

Thomas Macaulay's "Southey's Colloquies" (Jan 1830)--(Victorian Prose (VP) 59-69) and Herbert Spencer's "Progress: Its Law and Cause" (1857)--(VP 295-303)--**Response #2**

W Feb 4

Thomas Carlyle's Past and Present (1843--VP Introduction 28-29): Book I "Proem" Chapter VI "Hero-Worship" (31-34); Book III "The Modern Worker" Chapter II "Gospel of Mammonism" (39-41), Chapter IV "Happy" (41-42), Chapter XIII "Democracy" (42-46); Book IV "Horoscope" Chapter IV "Captains of Industry" (47-51)--**Response #3**

F Feb 6

James Phillips Kay-Shuttleworth's "The Moral and Physical Condition of the Working Classes Employed in the Cotton Manufacture in Manchester" (1832)--(VP 107-113), Charlotte Elizabeth Tonna's The Wrongs of Woman "Lace Manufacture" (VP 13-19), and Henry Mayhew's "Labour and the Poor" (1849-50)--(VP 189-197)--**Response #4**Week#5

M Feb 9

John Henry Newman's Apologia Pro Vita Sua (1864)--Parts 3, 4, &5 "History of My Religious Opinions" (VP 71-86) and Thomas H. Huxley's "Agnosticism and Christianity" (1889) (VP 364-369)--**Response #5**

W Feb 11

Thomas H. Huxley's "Science and Culture" ((1880) (VP 359-364) and Matthew Arnold's "Literature and Science" (1882) (VP 349-357)--

F Feb 13

Response #6

Lincoln's Birthday--No class

Week#6***You must show me your articles from the Macmillan's Magazine by Friday, 20 February, if you have not done so already.**

M Feb 16

John Ruskin's "Of Queens' Gardens" (1864) (VP 259-265), Sarah Stickney Ellis's The Women of England, Their Social Duties, and Domestic Habits (1839) (VP 53-57), and Dinah Maria Mulock Craik's A Woman's Thoughts about Women (Edinburgh Journal 1857 and in book form 1858) (VP 371-375)--**Response # 7**

W Feb 18

Florence Nightingale's Cassandra (1852) --**Response#8**

F Feb 20 Early Essays on Marriage and Divorce(1831-32)--Mill's essay (67-84)-and Harriet's essay (84-87); and Caroline Norton's "A Letter to the Queen on Lord Chancellor Cranworth's Marriage and Divorce Bill" (1855) (VP 143-155)--**Response #9**

Week #7

M Feb 23 Barbara Leigh Smith Bodichon's Reason for the Enfranchisement of Women (1866) (VP377-384) and John Stuart Mill's The Subjection of Women (1869) (VP 121-131), and Mary Arnold [Mrs. Humphry]Ward's "An Appeal Against Female Suffrage" (1889) (VP 417-422)--**Response**

#10

W Feb 25 William Morris's "How We Live and How We Might Live" (1888) (VP 393-400) and Oscar Wilde's "The Soul of Man Under Socialism" (1891) (VP 423-438)--**Response#11 (This response is your last one. You will not be allowed to respond to other readings for points after this response even if you have not written 2 responses. You must be accountable for your own action.)**

I will also talk about the mid-term exam.

F Feb 27 **Mid-term exam**

Week#8

M Mar 1 Discuss Charles Dickens's Hard Times (1854--7-110).

W Mar 3 Discuss Hard Times (110-219).

F Mar 5 Discuss Hard Times as a whole.

Week#9

This week I will meet with you individually to look over your complete rough draft.

M Mar 8 Discuss Charlotte Brontë's Jane Eyre (1847)--Chapters 1-11 (5-92)

W Mar 10 Discuss Jane Eyre--Chapters 12-20 (92-187)

F Mar 12 Discuss Jane Eyre--Chapters 21-28 (187-288)

Week#10 SPRING BREAK--MARCH 15-19

Week#11

M Mar 22 Discuss Jane Eyre--Chapters 29-38 (288-385)

W Mar 24 Discuss Jane Eyre as a whole.

F Mar 26 Discuss George Eliot's The Mill on the Floss (1860)--(Book First--7-110)

Paper#1 DUE in class or by 12 p.m. (noon) in my office--This paper is based on 2 articles from the Macmillan's Magazine, which present contemporary views on an issue of your choice. You can turn your paper in on Monday, 22 March and Wednesday, 24 March.

Week#12

M Mar 29
W Mar 31
F Apr 2

Discuss The Mill (Books Second --111-159 and Third--161-220)
Discuss The Mill (Books Fourth--221-240 and Fifth--241-292)
Discuss The Mill (Book Sixth--293-389)

Week#13

M Apr 5
W Apr 7
F Apr 9

Discuss The Mill (Book Seventh--391-423)
Discuss The Mill as a whole.
The Odd Women (1893)-- Chapters 1-10 (31-125)

Week#14

M Apr 12
W Apr 14
F Apr 16

This week I will meet with you individually to look over your complete rough draft.
The Odd Women--Chapters 11-21 (126-231)
The Odd Women--Chapters 22-31 (232-332)
Discuss The Odd Women as a whole.

Week#15 All poems are in Buckley's Poetry of the Victorian Period.

M Apr 19
W Apr 21
F Apr 23

Alfred Tennyson's "Ulysses" (1842, 43-44); "Tithonus" (1842, 44-45)
Robert Browning's "My Last Duchess" (1842, 203-4); "Porphyria's Lover" (1836, 177-8)
E. B. Browning's "The Cry of the Human" (1842, 381-382) and "The Cry of the Children" (1843, 382-4); Arthur Hugh Clough's "The Latest Decalogue" (1862, 423); Matthew Arnold's "Dover Beach" (1867, 499)

Paper #2 DUE in class or by 12 p.m. (noon) in my office--This paper is a comparative and /or contrastive analysis of two characters in the same novel or two novels. You can turn it in on Monday, 19 April or Wednesday, 21 April.

Week #16

M Apr 26

W Apr 28
F Apr 30

Robert Browning's "The Bishop Orders His Tomb at Saint Praxed's Church" (1845, 222-223) and "Soliloquy of the Spanish Cloister" (1842, 202-203)
Tennyson's "Locksley Hall" (1842, 45-49)
Course Evaluation
I will also talk about the final.

Final: Tuesday, May 4: 12:30-2:30 p.m. Everyone must take the final on this day.